English for Young Learning Method through Games and Songs for Elementary School

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Abstract

This study aims to determine the role of music and games in elementary school children's learning. The method used in this research is a type of qualitative research. The data collection process was carried out using the Focus Group Discussion (FGD) model in natural settings (natural conditions), primary data sources, and more data collection techniques on observation, in-depth interviews (in-depth interviews), and documentation. The chosen research location is an elementary school in Tulungagung Regency. Teaching English to young learners for teachers is fun. Teachers are required to learn in an interesting and not monotonous manner. Young learners also have a good memory in responding to something. Young learners are active students, so playing is one of the things they enjoy doing. So, the teacher must have innovations to create a learning atmosphere that is not monotonous. One of the things that can be done is to do learning by applying games in class. Young learners in learning English need various interesting methods to be applied in class. One technique that can be used for young learners in learning English is song and games. The benefit for young learners learning English is that they can speak English in the future. The aim of young learners learning English is to master as many vocabulary words as possible. Therefore, they will not experience any difficulties using English in the future. That way, English can be used for their skills in the future.

Keywords: elementary school, English, games, songs, young learning method

1. Introduction

In the current era, all educators know the importance of English and human resources who speak English as a forward-looking policy. Things that are taken into consideration are the very rapid effects of globalization through digital platforms. An example is social media, where several famous figures use English as a language on social media. If, as makers, we are not aware of our generation, then we get that our generation will be left behind in communicating with the country in the era of globalization. Therefore, the way that can be developed to facilitate this is to develop the teaching HR sector in the form of EYL.

Human Resources of Development (HRD) in the field of education functions to improve the quality of skills of all related educational components, especially educational staff. In addition, there is a policy regarding local content subjects in elementary schools, namely the Policy of the Ministry of Education and Culture of the Republic of Indonesia Number 0487/14/1992 Chapter VIII, which states that elementary schools can add subjects to their curriculum, provided that these lessons do not conflict with national education goals. Schools usually provide additional subjects aimed at increasing students' knowledge of the circumstances surrounding the community. Therefore, local content subjects vary greatly from one region to another. It can be seen from the regional language and art subjects' existence.

A year later, the Decree of the Minister of Education and Culture Number 060/U/1993 issued this policy on 25 February 1993 concerning the possibility of an early English program as a local content subject. This subject can be started in grade 4 SD according to government recommendations. In this case, "local" can mean at the provincial, regency, or city level, district level, or even the school level. Local content subjects are determined by regional policies, education experts, teaching material compilers, and other community members. It is also necessary to consider the natural, social and cultural environment and the availability of competent English teaching staff. This policy was positively and widely responded to by the community, especially by elementary schools that felt the need and could organize English learning. While developing in several regions, English, originally an elective local content subject, became a compulsory local content subject. Centers usually do not prepare curricula for local content subjects.'

From the results of an analysis of the English curriculum as local content in the field, there are still many weaknesses if we look at it. Objectives, one of the important components in teaching English, are unsuitable for developing children aged 6-12 years. The English local content curricula studied show differences in development approaches, objectives, and topics. Maybe the contents or material of the tube can be different according to what is in the environment. The overall goal must be considered following the existing expertise, situation, and conditions. The fact shows that when the policy was enacted, the policymakers seemed to lack or did not conduct a careful needs analysis beforehand. Before the policy was enforced, the following things should have been estimated: (1) Are the personnel in the field ready? 2). Does the curriculum or syllabus already exist? 3). Are appropriate teaching materials in place? Even though it is stated that English in elementary schools is not compulsory and does not have to be taught if it is not ready, many schools are forcing themselves

to implement this program. The request of the community, especially the parents of students who want their children to also learn English like those in other schools (Zein, 2017). In addition, there is a push for local education which obliges schools to provide English lessons as mandatory local content lessons. It is what makes English lessons seem to be carried out soberly.

Developing a new program (in this case, an English teaching program) is not easy. There needs to be a good reason to base the program with a strong rationale for why English programs must be included in the school curriculum. Al-Hazmi (2003) stated that the rationale for this should move from needs that are then developed, for example, whether it is needed to meet needs or as a priority for certain fields so that they are on par with other schools. Kusumawardhani (2020) argues that school boards and parents' associations must provide strong reasons and concrete evidence before schools make decisions or policies. It is worth considering the time available, funds, and this type of program (Zheng, 2009). This English program must highlight the benefits of language learning, the choice of language to teach, the learning activities to use, and so on. Convincing basic thinking and solid planning will be able to help the need for foreign language lessons in elementary schools.

So, it can be interpreted that good communication and excellence in language are needed to create a superior and advanced generation in facing the currents of world globalization as well as the most important goal of learning English in elementary schools is to master English well, including the four languages skills or master language skills. There are four skills in learning English. First, listening is a skill in English that emphasizes hearing or responding to information around it through hearing with the ultimate goal of interpreting it in spoken form properly and correctly. Second, Speaking is a skill that exists in English that places more emphasis on verbal with the ultimate goal of being able to put it in interpersonal and transactional forms. Besides that, this skill is the main reference to mastery of language vocabulary. Third, reading is a skill that is no less important in English, where this skill places more emphasis on understanding information from reading, usually in the form of descriptive text and the like. Many ways to improve this skill include applying good and correct reading methods. Fourth, reading is the skill of assembling a word in English form into a clear and easy-to-understand sentence. Usually, you also have to pay attention to some writing rules, such as punctuation.

However, teaching English for children or young learners (EYL) is considered not as easy as teaching adults. This situation also appeared in the researcher's teaching experience. Bringing English as a foreign language (EFL) into the EYL teaching was challenging because of some reasons. First, they consider English difficult due to many language rules and vocabulary (Suyanto, 2007). Second, they have not found their previous EFL learning experience boring. Third, they need to learn English with something more realistic or close to their habitual action which enables them to concrete their learning (Kusumawardhani & Nurhayati, 2019). Therefore, applying textbook-based EFL teaching or grammar-based teaching method would only create more children learning exhaustion. Due to cope with these difficulties, the researcher searched for alternative teaching methods with the best practice results explained in the results and discussion part.

2. Literature Review

The main goal of teaching English to children is to create and grow children's passion for English. To achieve these goals, we need to understand the characteristics of children so that they can choose the right methods and learn from students. So, before a teacher enters an English class, the teacher should know the students' faces.

In contrast to adult learners, there are several characteristics possessed by young learners. The following characteristics are ways of thinking, attitudes, talents, etc. Young learners also have their way of learning. It affects their way of teaching. The teacher is imagined to be a master and easy to get his students so that he can mobilize his mind and energy to get the best quality in learning English, so students don't get monotonous learning. If a teacher does not master the characteristics of his students, it can hinder the delivery of material in the learning process in class.

Young learners have several characteristics, according to Suyanto (2007). Young learners are generally 5-7 years old and have narcissistic traits. Egocentric nature is a condition where learners like to connect the habits, they usually do with something they learn. Young learners prefer subject matter that is still related to their daily life habits and environment. An example is the word "My….: my house, my family. Young learners find it easier to learn material that is still related to them, such as things or objects that are still related to themselves or their limbs. When they have entered the age of 10 years and over, there is a change from selfishness to reciprocity.

Young learners in the Level One group have an age range of 5-7 years, at which age it is most difficult to distinguish between abstract and concrete (Kusumawardhani & Nurhayati, 2019). For them, the world of imagination and the real world cannot be distinguished. Distinguishing between the real thing and the imagination is still difficult for them. In learning English, they are easily introduced to concrete objects. Concrete objects are taught by being packaged in the form of singing. For example, by introducing objects in the class, the teacher can teach through singing. For example, that is the whiteboard, that is the door, this is the floor, and this is the window. Furthermore, if young learners have entered the age of 8-10, they will begin to understand abstract objects and distinguish between fiction and fact.

Furthermore, young learners tend to be more active and imaginative. They are more interested in learning based on songs, stories, or games. So that in the teaching and learning process, students will be more motivated to learn English. For children, a fun learning process is a combination of teaching and learning processes interspersed with games, called time-out activities. Games, fairy tales, and pictures are three sources of attention that can create a fun learning atmosphere in the learning process in the classroom.

In addition, young learners tend to get bored more quickly, so their concentration levels tend to be shorter. Therefore, as a teacher, learning innovations are expected to be more varied so that every 10-15 minutes, the teacher can provide different innovations in the

learning process. Teachers can provide distractions in the form of small games that can liven up the class atmosphere. That way, students don't get bored easily, and learning can be more varied.

The children have a cheerful and colorful life, so learning that is packaged attractively through colorful pictures will create a happy and cheerful classroom atmosphere. In addition to creating a more cheerful classroom atmosphere, you can also use songs. The majority of children like to sing and listen to songs. Learning using songs can be used to add to the vocabulary they get through song lyrics. Although sometimes some children are embarrassed to sing, they can get new vocabulary quickly through song lyrics. Through simple songs, children will remember the song with simple songs that are easy to remember and can also be added with simple movements that can make it more interactive.

Besides liking games, children also like stories in the learning process. By using stories in the learning process, children learn how to pay attention to the context as a whole rather than words. The application of games can also encourage students to be freer and more active in teaching and learning English, so sometimes they use English with their version of pronouncing sentences. Furthermore, young learners have the nature of learning by doing, where they are active thinkers who learn something by doing and applying it, for example, when students move their limbs to be given a spoken meaning or give a sign by singing or playing.

According to Suyanto (2007), the following are some of the characteristics of English for Young Learners teachers. First, they have a lot of praise and are cheerful and friendly when their students complete assignments well. The second is that young learners tend to get bored easily and are active, so an EYL teacher must have a high level of creativity and enthusiasm to create learning that is not monotonous to make students' learning interest. The third is fond of telling stories and humor during the teaching and learning process according to the ability of the language level and age of the students. The fourth characteristic is that an EYL teacher likes to use language that is easy to understand or simple language so that students can understand the material being conveyed by the teacher according to the age of the student's abilities.

3. Method

The method used in this research is a type of qualitative research. The data collection process was carried out using the Focus Group Discussion (FGD) model in natural settings (natural conditions), primary data sources, and more data collection techniques on observation, in-depth interviews (in-depth interviews), and documentation. The chosen research location is an elementary school in Tulungagung Regency. At the same time, the research time was adjusted to the school's schedule in semester 1 by first approaching the key informants, determining the informants, collecting and analyzing the data, and finally writing a research report. The analytical model used in this study is an interactive model that begins with data collection, data reduction, data presentation, and conclusion or verification. The data collection is carried out on an ongoing basis to obtain analytical data during the study.

4. Results and Discussion

EYL is the elementary school phase at ages between 6-12 years or 13 years divided into (9-12 years). The class is divided into lower classes, usually well-known grades 1, 2, and 3, and the level above, grades 4, 5, and 6. Other terms are Level beginner level (5-7 years) and the next level (8-19 years). The second group is also well-known beginners who start learning English at that age. The most important thing about learning English in a beginner-level school is to create interest in students to learn. Therefore, teachers need to understand the characteristics of children so they can choose the right learning methods and materials for them.

In this global era, there will be more and more developments that will occur in the world. Starting from free trade, the increasing number of foreign companies being established so that the use of international languages such as English is very widespread, of course for prospective generations of young people, it is a must to be able to master English to be able to keep up with the times in this globalization era.

The world language most used in communication is English. Moreover, approximately 400 million people speak English as their mother tongue. English is used in all aspects, including work and social environments. For example, when international-level conferences are attended by state officials, the language used for communication is English. This phenomenon is a fact that shows that English is a language that is often used in all corners of the world. Therefore, English is a unifying tool and communication link between world countries (Oktaviani & Fauzan, 2017).

Besides that, your task when living in the current era is when you are still studying in elementary school. The obligation must be fulfilled to take advantage of opportunities to learn languages properly and correctly. It is because the next school level places more emphasis on usage practices. If, during the learning period, you cannot take advantage of this, then what you get is the difficulty of competing with the outside world where the majority can speak well. For those who teach, English language skills can be continuously improved. With good English skills, your career will most likely continue to climb. If you work in an international school, the demands on English skills are even greater. Their daily job is to communicate via e-mail or conference calls with international schools or other countries.

Therefore, learning a language is awareness, not tension, one of the reasons English is taught to children from the start is the function of English itself as a means of connecting individuals with individuals and individuals with broad groups. Therefore, language is an important part of human life. For example, English is used as the mother tongue by a family.

Applying English, such as how to understand a word or sentence and when that sentence should be used, will at least help children understand the function of language in more depth. Using good and fun methods to prohibit English will make children happy when learning occurs. Methods such as singing along, listening to songs, and reading English picture stories are highly recommended. But still optimized with new methods to learn new English.

- Critical Period

Some time ago, the Indonesian people, especially educators, were shocked by the abolition of English lessons in elementary schools (SD). It does raise opinions, pros, and cons. Of course, both opinions have reasons and reasons to support these opinions. But in education, it does not need to be sharpened. You only need to take the positive side that learning English overcomes communication difficulties, especially with foreign nationals. Moreover, communication can run clearly because English is an international language. So, it is important to learn English to start early. Because the child's brain is still flexible during these times, these times are easier than any other life. So that these periods are called critical periods,

- Make Child Ability

Early introduction to English helps develops children's language so they are more familiar with English. The more familiar with English, the easier for children to pass on foreign languages to higher levels. After knowing the basic explanation related to EYL, the following are strategies and techniques that are suitable to be applied in learning the basic picture of schools in children, namely:

4.1 Listen and Repeat

This technique is a basic level that is easy to apply in class because, in this technique, students only focus on hearing (Pransiska, 2016). Here the position of the teacher acts as a teacher center, which means that the center of all activities is in the teaching teacher. The student's task is to listen correctly to how the teacher pronounces each piece of the song. After capturing the teacher's information, students can properly and correctly imitate each song phrase. The following is EYL learning with a listening and repeating model of introducing fruit names through English.

Example:

Teacher: "Watermelon... Watermelon… Papaya…"

student: "Watermelon… Watermelon… Papaya…"

The benefit of this technical process is that all students in the class can improve in listening and speaking. In addition, the learning process in the classroom becomes more fun and effective. So, it can be concluded that from the listening and repeat learning model, all students can imitate every instruction the teacher gives properly and correctly.

4.2 Listen and Act

This technique is a combination of learning methods that lead to playing. This lesson aims to train children's responses to the language conveyed by the teacher. The first step to applying learning in the classroom is to ensure all students are seated in their respective places. Second, prepare several phrases that contain imperative sentences. Third, the teacher pronounces the sentences. Fourth, students imitate the teacher's orders, and the teacher brings together students who are wrong in demonstrating the order. Students who are wrong in demonstrating will be given a light punishment by mentioning English vocabulary at the end of this session.

Example:

Teacher: Please prepare yourself!!! Are you ready, students???

Students: Yes, Ready!!

Teacher: Turn right!!

Students: (students follow the instructions as best they can)

So, it can be concluded that this learning process helps students in the process of memorizing spontaneously. From this activity, all follow the learning instructions given by students by the teacher properly.

4.3 Questions and Answers

Question and answer are a strategy used for learning in almost all stages of education, such as elementary, middle, and high school. In this discussion, the method applied is the elementary school stage by paying attention to learning components. Question and answer usually use WH questions or Yes/No questions. This technique aims to train students' vocabulary insights and the ability to string words into complete and effective sentences. The following is an example that fits the WH Question:

Example:

Teacher: Good morning, students.

Student: Good morning!

Teacher: How are you today?

Student: I'm fine, thank you, and you?

Teacher: I'm fine too. By the way, what do you think about this picture?

Student: I think that's very good

Teacher: Thank you, students.

4.4 Substitute

A tense learning technique becomes a change of words from the initial word to the next form. In this technique, the teacher usually facilitates learning media such as flashcards, posters, or other objects. In this media, students act as the center of students by guessing every change of picture or word.

Example:

> It's a   book
>
>   pen
>
>   ruler

4.5 See the Difference

Learning techniques for the elementary school level emphasize the differences or similarities of each object seen by the eye. Usually, the teacher acts as a facilitator by giving an overview of the differences between objects. This technique aims to help students' accuracy by knowing the meaning of language.

4.6 Concept Mapping

In general, this activity emphasizes the quality of students towards creativity in making work. The work contains elements of language that students must be able to explain. The initial stage is to give students the freedom to create their imagination about the material, and then, in the end, the students can implicitly explain the meaning of the mapping that has been made.

4.7 Songs and Games

The teacher plays a big role in creating a sense of fun while learning English in class. Enjoyment can be created by applying methods and materials supporting teaching and learning (Pujiastuti, 2013). In class activities, the teacher invites students to sing with the application according to their daily lives. In essence, songs have two purposes. Namely, the first is only for entertainment and to be enjoyed by those who enjoy music. The two songs are created for learning purposes whose application can develop students to learn sentences, phrases, and vocabulary in English. Therefore, the selection of songs is very important and must be adjusted to the goals and needs of learning so that the material can be conveyed properly.

The characteristics of songs that can be applied to classroom learning are as follows:

a.   The songs contain sentences, phrases, and words with themes appropriate to the learning material.

b.   Songs contain elements of language that can be used to increase vocabulary repeatedly.

c.   Selection of songs that are easy to memorize and have a clear context.

d.   In the learning process, songs can be sung accompanied by movements.

e.   Songs can be sung not only in class but also on class screens.

f.   The song's fast and happy tone can liven up the class atmosphere.

The things that must be considered by the teacher when applying songs to the teaching and learning process are:

a.   The song selection is done by filtering songs according to the development and character of the students being taught.

b.   Songs are chosen if they have lyrics that are easy to memorize and not too long so students can easily remember them.

c.   The song selection also has a happy, dynamic, and interesting tone.

d.   Songs are chosen according to the material taught with simple words and short chants.

The application of the song in learning is usually the teacher recites the lyrics first and then continues singing the song so that the pronunciation students pronounce the rules of good and correct English. If the teacher has modeled the pronunciation of the song, students are asked to imitate the teacher's pronunciation.

There is another way that can be used to apply songs to learning, namely, using cassettes. This cassette can be used if students do not understand the song's melody presented by the teacher in class. The application instructs students to listen, and then the teacher plays the song two or 3 times. Next, the teacher fills in, and the students imitate the teacher. If you don't use a cassette, another method that can be used is playing a musical instrument such as a guitar or other musical instrument. The teacher instructs students to sing together, but if they are familiar, they can sing in groups. In addition, it can also be sung individually or in groups with classmates.

Here is the use of music in elementary school:

1.   Body parts song

- Levels   : Beginning

- Time   : 10 minutes

- Functions   : increase students' skill in memorizing some vocabulary in English and know how to pronounce each

vocabulary

- Procedure   ;

a.Students and teacher sing the song together

b.   Then, the teacher teaches students to use gestures when singing a song below

The song lyrics:

If you are happy and you know it, clap your hands (2x)

If you are happy and you know it, and you really want to show it

If you are happy and you know it, clap your hands

If you're happy and you know it stamp your feet

If you're happy and you know it nod your head

If you're happy and you know it slap your legs

If you're happy and you know it snap your fingers

If you're happy and you know it you really want to show it

Figure 1. Body parts song lyrics

2.   My hat is round song

- Levels   : Beginning
- Class Time   : 10-15 minutes
- Functions   : Strengthen the understanding of vocabulary on various types of themes and facilitate the pronunciation of English vocabulary
- Procedures   : Sing the song "my hat is round."

The song lyrics:

The hat I wear is round

Round is the hat I wear

And if it were not round

It would not be my hat

Figure 2. My hat is round song lyrics

3.   Climbing the mountain song

Procedures: Sing the song "climb the mountain."

The song lyrics:

Climb the mountain the mountain's so high

The mountain is very high   2 x

To left and right as far as we see

The pine trees show us greenery   2 x

Figure 3. Climbing the mountain song lyrics

4.   Old MacDonald song

Procedures: It is hoped that when children listen to songs, they can recognize animal sounds and animal types. Besides knowing about animal names, students can also imitate the sound.

The song lyrics:

Cow   ⇨   moo-moo

Pig   ⇨   oink-oink

Dog   ⇨   arf-arf

Cat   ⇨   meow-meow

Chicken ⇨   cluck-cluck

Donkey   ⇨   ee-haw

Figure 4. Old MacDonald song lyrics

5.   Teaching using the Hokey-Pokey's song

Procedures: The children can sing the song together

The song lyrics:

You put one hand in
You put one hand out
You put one hand in
And Shake 5 x
You **do the Hokey-Pokey**
And Turn Around
Everybody turn around

Figure 5. The Hokey-Pokey's song lyrics

6.   What are you doing song

Procedures: Song lyrics can be changed to Are You sleeping? The children, while singing, learn sentences with Present Continuous tense indirectly, in addition to learning vocabulary and memorizing their words while learning grammar through songs.

7.   Twinkle, little star song

- •   Levels   : beginning
- •   Time   : 10 minutes
- •   Functions   : increase vocabulary as well as a drill to improve students' listening skills
- •   The procedures:
    - a.   Students and teacher sing the song together
    - b.   Then, the teacher teaches students to use gestures when singing a twinkle star song
    - c.   Last, the teacher asked students to mention several vocabularies about the songs and how to pronounce it

The song lyrics:

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle twinkle little star

How I wonder what you are

Twinkle twinkle little star

How I wonder what you are

Up above the world so high

Like a diamond in the sky

Twinkle twinkle little star

How I wonder what you are

Figure 6. Twinkle, little star song lyrics

So, from this learning process, it can be interpreted that students can easily understand the language as a whole and include language skills. In addition, students become more confident in pronouncing each existing vocabulary.

5. Conclusion

Instilling English at the elementary school level is included in the category of learning methods that must be implemented because of the millennial generation's need to face the fast future of globalization. Suyanto (2007) argue that the existence of EYL in learning also helps increase students' knowledge of English language skills, including four abilities, namely speaking, writing, reading, and listening. The EYL learning process is divided into several categories covering the age of the students. In addition, the EYL learning process makes the atmosphere more fun and not boring. It is evident from the research results that the types of learning methods are divided into seven techniques appropriate to the conditions of students at the elementary school level, namely, Listen-repeat, listen-act, question-answers, substitution, see the differences, concept mapping, and playing songs. So, it can be interpreted that the EYL learning methods help improve students enriching language skills. Therefore, the present research implied suggestions for similar applications for gaining better EFL teaching objectives in the EYL context. However, further investigation to scrutinize more methods implemented in various English teaching settings are preferable to bloom a better scientific understanding of a similar study.

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